Science / Unit 3

Storyboarding: Shaping Perception Through Organization

UNIT INTRODUCTION

In this unit, students learn about story structure and its use in animated films and television. Students learn to visually depict original stories through the creation of storyboards.

Scientific concepts and processes are used as inspiration for storyboards.

SUBJECT AREAS

Media Arts

Science

Science / Unit 3

Unit Objectives

Students will be able to determine main events in scientific readings and in animated stories.

Students will be able to use intentional compositional structures and visual elements to represent key moments from stories in a storyboard.

Standards

MEDIA ARTS

Anchor Standard #2 Organize and develop artistic ideas and work.

Anchor Standard #3b Refine and complete artistic work.

Anchor Standard #7 Perceive and analyze artistic work.

SCIENCE

CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Vocabulary

Three-Act Structure
The Set-up
The Confrontation
The Resolution
Story Beats
Storyboard

Science / Unit 3
Lesson 1

1 hr

INTRODUCTION

Most comics, cartoons, sitcoms, and movies follow what is called a 3-Act Structure. Following this format, stories begin in Act 1, the set-up. This is where characters, the setting, and conflict are introduced to the audience. Act 2, the confrontation, is the longest section of the story and follows the characters as they encounter setbacks and embark on solving their problems. Finally, Act 3, the resolution, brings the conflict to a head which eventually resolves the characters' problems.

This lesson will ask students to dissect stories into their distinct parts to determine the critical parts of the story which will eventually be represented in a storyboard.

ACTIVATION

Ask students to consider their knowledge of animation and/or past learning in media arts:

- What is the difference between animated and live-action movies/television shows?
- How can you organize images?
- How do images tell stories?

DEMONSTRATION

Teacher introduces an animation clip, pausing periodically to take notes on the board about the action taking place. Teacher creates a list of the clip's main points, or Story Beats, explaining why each represents critical moments in the story.

Next, have students read a scientific text to determine its central idea. Create a list on the board of supporting details and observed phenomena that support the central idea. Working independently or in small groups, have students compose a brief and accurate summary of the text.

APPLICATION

Students are shown a different animation clip and instructed to come up with its story beats. After working independently, have students pair up and discuss their beats and come to a consensus on the four they would like to put forward to the class. Ask groups to share their beats, creating a comprehensive list on the board. For each beat, ask a student to share why it was important to include in their list. While there may be different ideas for which four beats to choose, it is important that students understand that their choices impact the way their story is told and received.

Science / Unit 3
Lesson 2

1 hr

INTRODUCTION

Teacher reviews story beats chosen during the last class. Teacher introduces the new concept of a storyboard with students, showing students examples from storyboards from movies or television shows.

Storyboards are the first step in the animation process. Storyboards are hand-drawn images that bring the story to life for the very first time.

Since storyboards communicate are the first step in the animation process and because they are so simple, it is important that they are intentional and contain all of the necessary visual information needed to tell each part of the story.

Teacher will select Beat 2 from previous lesson and create a list on the board of all of the objects that will need to be included in that cell of the storyboard. Next, the teacher will brainstorm and compile a list of visual attributes that will best communicate that part of the story. Finally, the teacher will sketch the storyboard cell.

APPLICATION

Students will then be assigned Beat 3 from the previous lesson and will create lists of both the objects and visual attributes needed to communicate that scene. Next, students will each create a sketch of the scene, incorporating all of the items from their list.

After students have completed their sketches, they will participate in a gallery walk to see how their peers have chosen to depict the same scene. Students will be placed in pairs or small groups to discuss the effective aspects of their scene and the ones that could be improved. Students should not focus on drawing ability, but rather how the makeup and visual elements of the scene are used to clearly or unclearly capture that part of the story.

After these discussions, students will revise or redo their sketches to make sure their drawings tell the story as effectively as possible

1 hr

DEMONSTRATION

Teacher reminds students of the beats that were drawn during the previous class. Teacher chooses a beat and draws it in 3 different ways: close-up, mid-shot, and wide-shot. Students follow along as teacher is drawing.

Have students discuss the point-of-view of each of these compositional structures. How does the content of each type of drawing and point-of-view shape the audience's perception? How do scientists engage in the same processes when they share information with others? Read various scientific texts to determine the authors' purposes.

APPLICATION

Choosing one of their drawings from the previous class, students create 3 variations: a close-up, a mid-shot, and a wide-shot. For each, have students write a description of why a storyboard artist might want to use that specific composition.

1 hr

APPLICATION

Introduce final project and its requirements to students:

Create a storyboard that communicates an original story, including its plot, characters, and setting. Storyboard must:

- Have at least 4 cells
- Follow a 3-Act Structure
- Use at least 2 different compositional layouts

Students will create these storyboards on paper or using an online drawing program like Adobe Spark, Google Drawing, or Sketchpad.

INTEGRATION

Show students 5-step animation process video. Instruct students to answer the following prompts:

- How was learning from other media arts disciplines helpful in the creation of storyboarding?
- How would learning from this unit be helpful in the creation of a live-action film?